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ABSTRACT

This handbook is intended for use as a general guide by student teachers and supervising teachers in planning student teaching experiences in vocational agriculture. Section A is an introduction. It discusses the student teaching experience, defines selected terms, and lists objectives specific to student teaching. Section B lists criteria for selection of student teaching centers. Sections C, D, and E list responsibilities of the Department of Agricultural Education and teacher educators, supervisory teachers, and student teachers. To assist supervising teachers, a checklist of activities to be carried out with student teachers is provided. Sections F and G discuss reports to be completed by student teachers and supervising teachers. Copies of all necessary forms are provided. A selected bibliography is appended. (YLB)

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A Handbook for.....

STUDENT TEACHERS AND SUPERVISING TEACHERS IN VOCATIONAL AGRICULTURE

DEPARTMENT OF AGRICULTURAL EDUCATION North Dakota State University • Fargo, North Dakota

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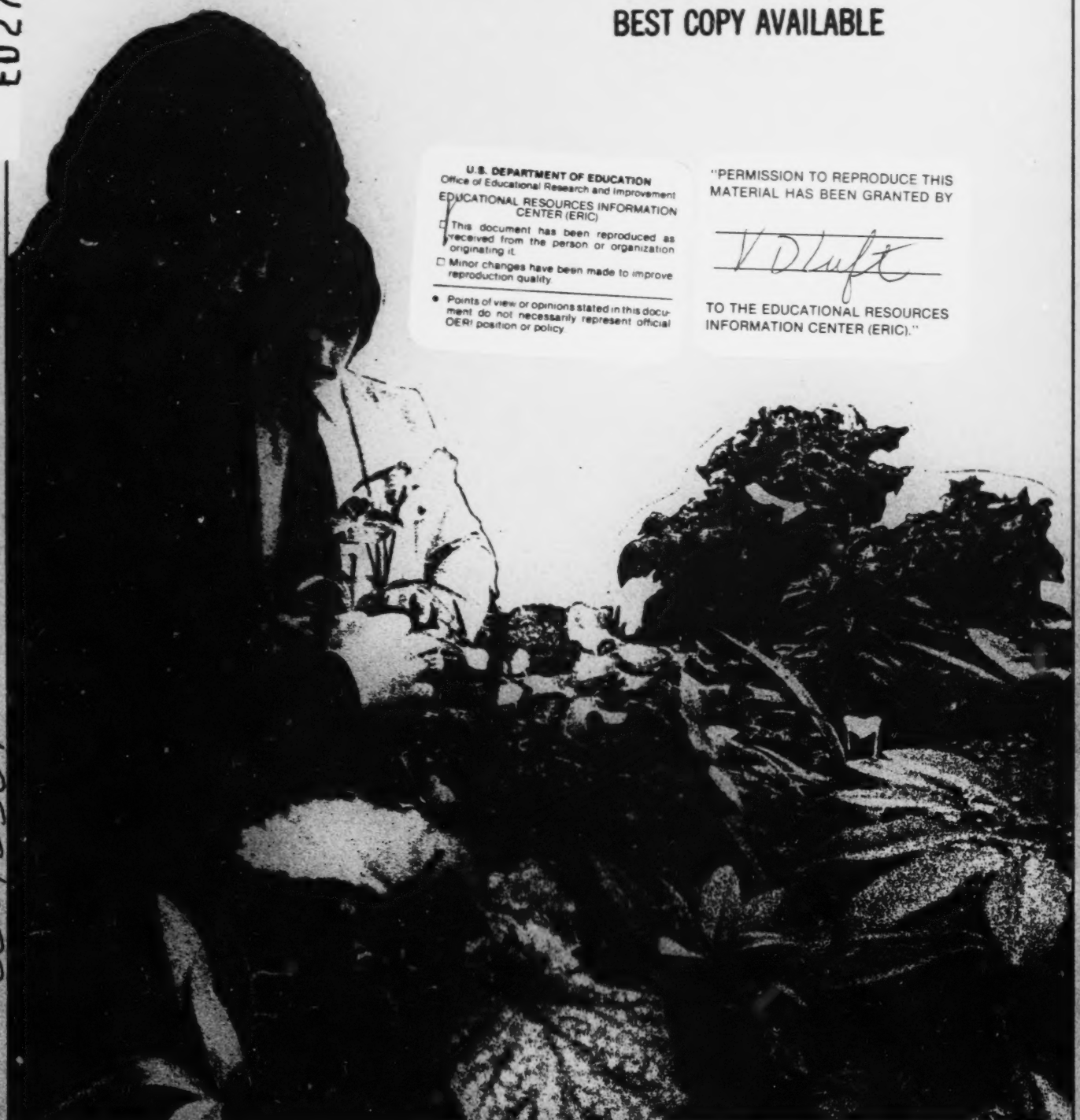

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A HANDBOOK FOR STUDENT TEACHERS

AND SUPERVISING TEACHERS IN

VOCATIONAL AGRICULTURE

Department of Agricultural Education
North Dakota State University
Fargo, North Dakota

June, 1986

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Professor Emeritus

Revision 3

TABLE OF CONTENTS

FOREWORD. iii

MY CREED. iv

SECTION A

INTRODUCTION. 1

SECTION B

CRITERIA FOR THE SELECTION OF STUDENT TEACHING CENTERS. . 6

SECTION C

RESPONSIBILITIES OF THE DEPARTMENT OF AGRICULTURAL EDUCATION AND TEACHER EDUCATORS 11

SECTION D

RESPONSIBILITIES OF SUPERVISING TEACHERS. 15

SECTION E

RESPONSIBILITIES OF STUDENT TEACHERS. 26

SECTION F

REPORTS TO BE COMPLETED BY STUDENT TEACHERS 36

SECTION G

REPORTS TO BE COMPLETED BY SUPERVISING TEACHERS 52

SELECTED BIBLIOGRAPHY 70

FOREWORD

This handbook has been prepared for use by student teachers and supervising teachers in vocational agriculture in North Dakota. It was developed to serve as one means of maintaining a quality student teaching program in agricultural education at North Dakota State University and preparing teachers with a high degree of professional competence.

Materials from several different sources were used in the preparation of the original handbook. The "Selected Bibliography" outlines the primary references used for its development. Acknowledgement is made to Dr. Donald Priebe, Professor and Chairman of the Department of Agricultural Education, for his assistance; and to Mr. Shubel D. Owen, Professor Emeritus, for his contributions to the development of the original handbook.

The handbook is to be used as a general guide by student teachers and supervising teachers in planning student teaching experiences. By no means should the handbook be considered to be all encompassing. Activities and experiences planned for student teachers should not be limited to only those found within this handbook. All forms needed by student teachers and supervising teachers are included in this handbook. They do not need to be removed, however, inasmuch as forms will be supplied in loose leaf form by the Department of Agricultural Education.

Vernon D. Luft
Student Teaching Coordinator

MY CREED

I am a teacher of Vocational Agriculture by choice and not by chance.

I believe in rural America; I dedicate my life to its development and the advancement of its people.

I will strive to set before my students by my deeds and actions the highest standards of citizenship for the community, state, and nation.

I will endeavor to develop professionally through study, travel, and exploration.

I will not knowingly wrong my fellow teacher. I will defend him as far as honesty will permit.

I will work for the advancement of Vocational Agriculture, and I will defend it in my community, state, and nation.

I realize that I am a part of the public school system. I will work in harmony with school authorities and other teachers of the school.

My love for rural people will spur me on to impart something from my life that will help make for each of my students a full and happy future.

NATIONAL VOCATIONAL AGRICULTURAL TEACHERS ASSOCIATION, INC.

SECTION A

INTRODUCTION

INTRODUCTION

The principle of "learning by doing" was adopted for vocational education in agriculture at the beginning of the program. Students in vocational agriculture "learn by doing" by applying concepts learned in vocational agriculture classes to their experience programs. Learning by doing also enables students to gain and practice new occupational skills. The principle of "learning by doing" is also practiced in teacher education programs in agricultural education. Student teaching offers an opportunity for students in teacher education programs to learn by doing.

Good student teaching programs in vocational agriculture provide opportunities for the student who is preparing for teaching to participate in activities normally engaged in by experienced teachers. It is teaching youth who are enrolled in high school classes in vocational agriculture under school conditions with the aim of assisting them in preparing for employment within the field of agriculture. The true effectiveness of such student teaching is the degree to which student teachers develop the ability to conduct educational programs which increase the employability of the youth within the field of agriculture. Student teaching also includes experiences in instructing in adult programs in agriculture; and making farm visits to those adult students enrolled.

Student teachers in vocational agriculture work under the competent supervision of an experienced teacher and participate in the typical work of the teacher in a well-organized department in a community setting. In addition to participating in teaching activities normally associated with classroom and agricultural mechanics instruction, student teachers perform instructional activities related to program planning, completing state office and school reports, the FFA, supervised occupational experience programs, advisory councils, adult programs, and community and school relationships.

Student teaching provides opportunities for the student to bring into focus and use under job conditions the understandings and abilities developed in foundation courses in agricultural education, general education, psychology, communications, and agricultural subject matter areas.

It provides opportunities for the student to put these understandings and abilities to use under the observation and guidance of a supervising teacher. This teacher is available to offer needed assistance to the student teacher as he/she prepares for entry into the field of teaching vocational agriculture.

Student teaching is important because it is the first step in becoming a successful teacher. The dividends received from student teaching will depend in a large measure upon the alertness and the attitude of the student teachers and their willingness to invest time and thought in planning and daily preparation for teaching; and the extent to which they become involved in activities of the department, school and community.

Terminology

Terminology in the field of student teaching is lacking in uniformity. To foster clarity and mutual understanding, selected terms related to student teaching frequently used in this handbook are defined as follows:

Student teaching is a period (or periods) during which a college student receives guidance and experience in conducting a program of vocational agriculture under the supervision of an experienced teacher in a student teaching center.

Student teacher is the term used for any college student engaged in the specific experiences defined as student teaching.

Supervising teacher is any public school classroom teacher who supervises student teachers. The term "cooperating teacher" is also commonly used.

Student teaching center is any public school which assists a college with the teacher education program by serving as a host school for a student teacher.

Teacher educator is a member of the college faculty who assumes responsibility for supervising or coordinating the direction of student teaching and one who teaches courses in the teacher education program.

Objectives

Student Teaching in Vocational Agriculture is a full-time, 10-week, school-based experiential course. Students are placed in schools under the supervision of a qualified teacher of vocational agriculture. They are expected to become involved in the teaching duties and activities of the regular teacher(s). Objectives specific to student teaching are as follows:

1. To develop competence in teaching students enrolled in vocational agriculture programs.
2. To obtain an understanding of the role of the vocational agriculture program as part of a total school system.
3. To develop and utilize community activities and resources in the operation of a vocational agriculture program.
4. To develop managerial skills necessary to effectively organize and operate a Vocational Agriculture Department.
5. To demonstrate the ability to work effectively with all phases of a total vocational agriculture program including classroom and laboratory instruction, supervising occupational experience programs, advising the Future Farmers of America, and adult instruction.
6. To demonstrate the ability to function effectively in various non-teaching activities related to the daily operation of a comprehensive school program.

SECTION B

CRITERIA FOR THE SELECTION OF

STUDENT TEACHING CENTERS

CRITERIA FOR THE SELECTION OF STUDENT TEACHING CENTERS

Schools used as student teaching centers are selectd by the North Dakota State University Department of Agricultural Education with the recommendation of the School of Education and the State Supervisor of Agricultural Education. Criteria for the selection of student teaching centers in vocational agriculture are:

Teachers

1. The teacher accepts the responsibility for giving assistance to student teachers as indicated by his/her willingness to schedule time each day for providing assistance to the student teacher in preparation for classes to be taught and other activities to be carried out and in evaluating his/her performance as a student teacher.
2. The teacher has had successful teaching experience in a program of vocational agriculture which is effectively contributing to the preparation of youth for employment in agriculture as evidenced by:
   A. carrying out a quality program of supervised occupational experience for class members;
   B. the extent and nature of the on-site instruction (SOE program visits) provided students by the instructor;
   C. having a high proportion of students who complete the program employed in jobs closely related to their vocational objective in agriculture or continuing their preparation for employment in agriculture by enrollment in post-secondary or college programs.
3. The teacher has demonstrated an interest in his/her professional improvement (growth) as evidenced by a continued record of participation in professional growth activities which include summer school attendance, graduate school enrollment, workshops, and attendance at professional meetings for teachers in vocational agriculture.

4. The teacher motivates students as indicated by:
   A. continued enrollment in classes in vocational agriculture;
   B. membership and successful participation in activities of the FFA;
   C. success on the job or in the continuation of their formal education following completion of high school.
5. The teacher demonstrates an enthusiasm for teaching vocational agriculture and an interest in assisting prospective teachers to prepare for successful entry into the profession of teaching vocational agriculture.
6. The teacher meets the requirements as set forth by the North Dakota State Department of Public Instruction in their "Guideline and Regulations for North Dakota Educator's Professional Certificate."
7. The teacher possesses three years of teaching experience or in certain cases may be in his/her third year of experience in order to qualify as a supervising teacher.
8. The supervising teacher has at least one year of teaching experience in the school system in which the student teacher is being supervised.
9. The teacher is a fully certified teacher of vocational agriculture.

<u>The Department</u>

1. The physical facilities provide a satisfactory setting for carrying out an effective and functional program of vocational agriculture.
2. Equipment in the department for carrying out the program is adequate; is maintained in good usable condition, and is readily accessible for instructional use.
3. The content and organization of the instructional materials in the department (books, bulletins, charts, transparencies, films, film strips, slides, specimens, objects, other) exemplify that which is considered adequate for a Vocational Agriculture Department.

4. The Vocational Agriculture Department offers a balanced curriculum consistent with those elsewhere in North Dakota enabling student teachers to gain an experience usable in all parts of the state.
5. Adult instruction, supervised occupational experience programs, and FFA are considered vital parts of a vocational agriculture program.

The School - General

1. The administration of the school has approved the use of the Vocational Agriculture Department of the school as a student teaching center and has authorized the instructor to serve as a supervising teacher.
2. There is demonstrated evidence that the school is accomplishing outstanding outcomes in the education of its clientele.
3. The school is practicing those methods and techniques of education that student teachers should have an opportunity to observe and acquire.
4. The school provides a favorable educational environment for teaching and for learning.
5. The school and Vocational Agriculture Department provide opportunities for graduates to continue their education through adult agriculture programs.

SECTION C

RESPONSIBILITIES OF THE DEPARTMENT OF

AGRICULTURAL EDUCATION AND TEACHER EDUCATORS

RESPONSIBILITIES OF THE DEPARTMENT OF AG. EDUCATION AND TEACHER EDUCATORS

1. To advise students in the development of a program designed to prepare them for becoming a teacher of vocational agriculture.
2. To assist students in determining their state of readiness for student teaching based upon their background, technical agriculture courses, and professional courses; and to assist them in selecting their quarter for student teaching.
3. To develop within students a state of readiness for student teaching. This will include:
   A. Developing an understanding of the aims and objectives of student teaching and an understanding of what is expected of a student teacher.
   B. Develop an understanding of the nature of the program of vocational agriculture being carried out in the student teaching center.
4. To advise and guide students in completing and submitting their applications for admission to the School of Education, North Dakota State University.
5. To evaluate and select student teaching centers for use during each quarter student teaching is conducted.
6. To assign students to student teaching centers and to introduce student teachers to the supervising teacher(s) and to the superintendent and/or principal(s) of the school in which they will be student teaching. This process will take place by correspondence.
7. To acquaint supervising teachers with their responsibilities in working with student teachers and to offer suggestions designed to improve their effectiveness as supervising teachers.
8. To make a minimum of two (2) visits to each student teaching center to:
   A. observe activities being carried out by student teachers;

B. offer assistance to student teachers, and supervising teachers and administrators designed to enrich student teaching;

C. assist student teachers in planning;

D. assist student teachers in making a self-evaluation of their teaching and to evaluate the competency of the student teachers; and

E. evaluate the preparation for student teaching provided students by the Department of Agricultural Education and the University.

9. To follow up student teaching with letters of appreciation to be sent to supervising teachers and administrators in the student teaching centers.

10. To provide in-service education for the purpose of preparing and/or updating supervising teachers to better serve in their role as supervising teachers.

11. To evaluate the effectiveness of the student teaching program in agricultural education and make necessary changes for the improvement of the program.

SECTION D

RESPONSIBILITIES OF SUPERVISING TEACHERS

RESPONSIBILITIES OF SUPERVISING TEACHERS

The role of a supervising teacher is one of great challenge. Student teaching is usually considered the most important experience in a teacher education program. Student teachers will turn to the supervising teacher for ideas, guidance, criticism, and commendation. Therefore, it is likely the supervising teacher may have more impact on a student teacher's performance and personal development than any other person. Supervising teachers will influence the professional attitudes and habits of the student teachers, as well as provide them with the opportunity to expand their professional competencies. It is with this challenge in mind that the following suggested responsibilities are outlined.

1. Respond immediately to the student teachers' initial contact answering any questions they may have and outlining the classes and units they most likely will teach.
2. Lend assistance to student teachers in obtaining suitable housing, if such assistance is requested.
3. Prepare classes for an incoming student teacher by briefly explaining what the student teaching program is about, and that the student teacher will be considered as part of the faculty and should be treated by students as such.
4. Be sure the student teacher is introduced to the administrator(s) immediately, and to other faculty members and school employees as opportunities arise.
5. At the first opportunity, the supervising teacher and the student teacher should review school policy on such matters as: (a) daily working hours, (b) weekends in the community, (c) responsibilities, (d) dress, (e) mileage and other expenses, (f) personal conduct, and (g) disciplinary procedures.
6. Acquaint the student teacher with the school and Vocational Agriculture Department plant and facilities, and with the activities and procedures of the school and department. This undoubtedly will be a progressive under-

taking, but student teachers should be familiar with such items if they are to benefit most from their experiences in the student teacher center, and if they are to be a productive member of the teaching staff in vocational agriculture.

7. Put the student teacher at ease and make him/her feel useful and important to your program. They should be addressed as "student teacher" rather than "trainee."
8. Plan ahead, set up, and discuss with the student teacher his/her schedule of teaching assignments and responsibilities for FFA and other activities for the entire 10-week period. This will allow the student teachers sufficient time to plan ahead and schedule their time.
9. Arrange to give the student teacher a wide variety of responsibilties and experiences and to assist you and other teachers in the department with other activities.
10. Plan student teaching activities so the student teacher will gradually accept responsibilities, and by the last few weeks of his/her experience will undertake a full load and gain an understanding of an exposure to the total job of teaching vocational agriculture.
11. Cooperatively plan the student teacher's daily activities and responsibilties early enough so he/she will have adequate time for preparation.
12. Coordinate teaching plan assignments with departmental course outlines, but if possible, start the student teacher with a unit in an instructional area in which he/she is well-qualified and confident.
13. Check teaching plans with the student teacher before he/she teaches a class, but let him/her handle the class when he/she does his/her teaching; give him/her the opportunity to develop confidence in himself/herself.
14. Make it a point to have the student teacher visit students' occupational experience programs with you early in the student teaching period.

15. Review the student teacher's assignments to familiarize yourself with them, so you are in a position to oversee their completion.
16. After the student teacher has established himself/herself with the class, make careful evaluations of his/her classroom, shop, or laboratory instruction and offer constructive criticism. This should be done as soon after the teaching as possible. Provide time each day for conferences with the student teacher.
17. Student teachers should have their own class responsibilities and their performance with that class should not be interfered with by another student teacher, if there is one in the center. Likewise, the supervising teacher should not "take away" the control and direction of the class when a student teacher is functioning, except in an emergency.
18. Observe the ability of each student teacher to work with other people in the school and community. The development of the ability to follow professional procedures and to get along well with people is as important for the student teacher as is the development of skill in classroom teaching.
19. Provide an opportunity for the student teacher to become involved in activities of the total school system and community, as well as those of the vocational agriculture program.
20. Observe the student teacher in the classroom in such a way that you do not become domineering as a supervising teacher. This can often be accomplished by observing from locations other than the classroom itself.
21. Help student teachers build confidence in themselves.
22. Remember the student teacher is inexperienced in teaching and will need to have detailed teaching plans. Time should be provided for each student teacher to do his/her preparation as well as being involved in other responsibilities in the department.

23. Submit the reports concerning each student teacher as required by the Department of Agricultural Education, North Dakota State University.

Remember, the challenge to supervising teachers is to provide a broad experience in classroom and laboratory teaching, FFA activities, supervised occupational experience, and adult and young farmer instruction to enable student teachers to gain professional competence. In addition to providing "doing activities" for the student teacher, it is also necessary to orient them to other aspects of school and program operation. To assist the supervising teachers in meeting this challenge, a "Checklist of Activities To Be Carried Out With Student Teachers" is being provided.

CHECKLIST OF ACTIVITIES TO BE CARRIED OUT WITH STUDENT TEACHERS

Department of Agricultural Education
North Dakota State University

The following checklist of activities is provided as a guideline for supervising teachers. Throughout a student teacher's experience, an attempt should be made to complete all the suggested activities.

I. SCHOOL

Date When Completed	Suggested Activities
_____	1. Introduce to administrative staff.
_____	2. Introduce to faculty, counseling staff, and aides.
_____	3. Introduce to custodial staff and cooks.
_____	4. Review organization chart of the school system.
_____	5. Review school policies and/or faculty-student handbooks.
_____	6. Discuss communications channels open to teachers.
_____	7. Discuss teacher conduct and relationships with students.
_____	8. Discuss use of the building after school (key policy).
_____	9. Discuss use of telephones (long distance, etc.).
_____	10. Discuss hours of the staff.
_____	11. Discuss procedure for securing permission for special activities (i.e. field trips, assemblies, etc.).
_____	12. Review school travel policies (teacher, class).
_____	13. Discuss internal accounting systems (for FFA fund).
_____	14. Discuss departmental budgets (how supplies are secured, requisition procedures).
_____	15. Review class schedule.
_____	16. Review school calendar.
_____	17. Discuss disciplinary procedures.
_____	18. Discuss school's "philosophy of education."
_____	19. Acquaint with student records.

_____ 20. Tour school facilities (high school, local elementary schools, parochial schools, and junior high school).

_____ 21. Review district map.

_____ 22. Discuss characteristics of the district, valuation, taxation.

II. COMMUNITY

_____ 1. Secure appropriate housing.

_____ 2. Review area maps, district boundaries.

_____ 3. Acquaint with churches.

_____ 4. Discuss predominant farm, agricultural and service organizations.

_____ 5. Discuss number and kinds of related agricultural businesses.

_____ 6. Inform of cooperating community and agricultural agencies.

_____ 7. Discuss community support for the vocational agriculture program.

_____ 8. Assist in becoming involved in community activities.

III. VOCATIONAL AGRICULTURE DEPARTMENT AND PROGRAM

_____ 1. Discuss enrollment and general characteristics of each class.

_____ 2. Discuss where graduates go.

_____ 3. Review long and short range plans of department.

_____ 4. Discuss philosophy of department.

_____ 5. Discuss advisory council (membership and function).

_____ 6. Discuss and tour facilities (room, teaching materials, land lab., equipment, laboratory, office space, desk, telephone, chair, file cabinets available, etc.) and their use.

_____ 7. Review curriculum of the department.

_____ 8. Acquaint with reference and resources used.

_____ 9. Discuss adult education programs.

_____ 10. Invite student teacher to attend and perhaps participate in adult classes.

IV. TEACHING

_____ 1. Review adopted curriculum offering, projected teaching activities during the term.

_____ 2. Require observation of classes (vo.-ag. and others).

_____ 3. Review lesson plans before being taught.

_____ 4. Make provision for consulting with student teacher prior to lesson presentation as well as after.

_____ 5. Encourage use of demonstrations and visual aids.

_____ 6. Review testing and evaluating of students.

_____ 7. Discuss evaluating teacher performance.

_____ 8. Discuss and assist with securing teaching aids and supplies.

_____ 9. Assign teaching responsibilties in adult classes.

_____ 10. Require utilization of a variety of methods (field trips, demonstrations, etc.).

V. SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM

_____ 1. Review justification of supervised occupational experience.

_____ 2. Discuss relationship with classroom teaching.

_____ 3. Familiarize student teacher with student records and assign responsibility of working with students on their records.

_____ 4. Arrange to meet a sample of employers.

_____ 5. Arrange to visit a number of students at their home farm or place of employment.

_____ 6. Discuss nature of other students' supervised occupational experience programs.

_____ 7. Discuss and have student teacher assist with planning and supervising SOE programs.

VI. FFA

_____ 1. Review Chapter Program of Activities

_____ 2. Arrange to serve as advisor during chapter meetings and mini-chapter meetings.

_____ 3. Arrange for attendance at district or state events.

_____ 4. Encourage working with judging teams, greenhands, speakers, etc.

_____ 5. Arrange to assist with completion of award applications. (If not possible, allow review of completed applications).

_____ 6. Arrange for assisting with or full supervision of other FFA activities (Chapter Safety Program, BOAC, Food for America).

VII. PROFESSIONAL RESPONSIBILITIES

_____ 1. Arrange for attendance at local teachers' association meetings.

_____ 2. Encourage attendance at state and national teachers' association meetings.

_____ 3. Arrange for attendance at specialized education associations (i.e. North Dakota Vocational Agriculture Teacher's Assocation).

_____ 4. Review Vocational Agriculture Teachers' Creed.

_____ 5. Review procedures for membership in NDVATA.

_____ 6. Discuss benefits of belonging to professional organizations.

SECTION E

RESPONSIBILITIES OF STUDENT TEACHERS

RESPONSIBILITIES OF STUDENT TEACHERS

The student teaching experience of a teacher education program is usually considered to be the most important part of the professional preparation of teachers. It is that phase of teacher education which brings together educational theory with actual teaching practices and procedures under the supervision of competent, experienced teachers. Student teaching is a time in which students can try out and make more meaningful the principles, concepts, and practices presented in the professional agricultural education courses.

Student teaching is an opportunity to learn. It is the responsibility of the student teacher to make full use of his/her student teaching experience by taking full advantage of opportunities offered him/her learning as much as possible. At the same time, they will be considered as added staff members in the Vocational Agriculture Department in their student teaching centers. They should be a productive addition to the center and should have additional ideas to present for consideration.

The student teacher's first impression in his/her center is improtant because it is often a lasting one. This is an opportunity to begin building rather than destroying a professional reputation.

Hopefully, a fine reputation will be built inasmuch as they are representing themselves as individuals, the Department of Agricultural Education, and North Dakota State University. Student teachers should be genuinely courteous, cooperative, and sincere in dealings with students, supervising teachers, administrators, other faculty members, other school employees, parents, and residents of the community. The ability to work well with other people and to maintain desirable relationships is a quality for which every beginning teacher should strive.

The following responsibilities were formulated through the observations and experiences of many people in agricultural education. Carefully review and

carry out the suggested responsibilities. They have been formulated to provide student teachers with a meaningful experience.

RESPONSIBILITIES

1. Make contact with your supervising teacher as soon as approval is given by teacher educators. Contact should include:
   A. sending "Student Teacher Information Sheet";
   B. requesting assistance in obtaining housing, if desired;
   C. inquiring about classes you're expected to teach; and
   D. procedures for reporting, whether it be to the school office or directly to the supervising teacher.
2. The university provides liability insurance that covers a student teacher. If an alternative source of liability coverage, such as that provided through membership in Student National Education Association, is desired, arrangements must be made to obtain the coverage.
3. Arrive at your student teaching center on time, and be ready to go to work.
4. Remember, the supervising teacher is your immediate supervisor. Use proper channels of operation, and always go through your supervising teacher before going to the principal and/or superintendent.
5. You are expected to become one of the teaching staff. You must be willing to accept certain obligations expected of all teachers on a staff and do your share. At the same time, you are not assigned to the school to do "odd jobs" which are not required or expected of teachers.
6. Acquire and have available upon arrival at the school a cotton shop coat or coveralls for use in agricultural mechanics classes.
7. Immediately after arrival at the student teaching center, you should make an effort to become acquainted by:
   A. meeting the school administration;
   B. meeting the other teachers, counselors, custodians, and others at the

school with whom you will be working;

C. familiarizing yourself with and abiding by the policies and regulations of the school and Vocational Agriculture Department.

D. meeting and learning the names of all students in vocational agriculture classes and learning something about each person (SOE programs, their interests, etc.).

8. You will simply observe some classes at the beginning, and in others you will be expected to lend assistance. Always look for ways to assist your supervising teacher in carrying out his/her work. Look ahead to tasks that must be done. Don't always wait for the supervising teacher to tell you what to do.

9. Learn all that you can about teaching during your student teaching experience. Obtain all the experiences possible in all phases of the vocational agriculture program including classroom teaching, agricultural mechanics, supervising occupational experience programs, working with adult classes, assisting with FFA activities, and working with advisory councils.

10. Written plans are to be prepared for each class you teach. Have them checked by the supervising teacher far enough in advance so you can make any recommended changes. Avoid last hour preparation. This applies to tests, field trips, panel discussions, committee meetings, use of audio-visual materials and the like. Regular systematic planning will help produce a better learning atmosphere.

11. Maintain an orderly, business-like classroom atmosphere. You must maintain proper control of your classes. Secure the cooperation of your class, but do not try to do this by being too "easy" or overly friendly. You must first be firm and gain their respect. As you gain experience, you can more easily direct and supervise class work which allows greater and more desirable student activity and freedom.

12. Attempt to improve your handwriting, usage of English, spelling, etc.
13. Do not talk down to the students, nor go above their heads. Take into consideration their age and experience. Check often to see that the whole class is following you. Study the work of the supervising teacher, always trying to determine why he/she did what he/she did.
14. Shop instruction will require as careful planning and organization as the classsroom. Have in mind your methods and approach. Secure your material and equipment in advance. Wear appropriate clothing.
15. Plan what you want the students to observe or do while on field trips. Follow the trip up later in class with discussions, a quiz, further explanation, or other appropriate activities.
16. Use a variety of methods and instructional media in teaching your classes. Avoid lectures as much as possible.
17. Be prompt in meeting all your classes and appointments. It is better to arrive ahead of time than to rush into a room out of breath a split-second ahead of the bell. Be consistent in your methods and relationships. Develop patience and self-control.
18. Demonstrate a professional attitude in all your contacts in the school and community.
19. Inform your supervising teacher of your whereabouts if you plan to leave the community for the weekend. If foreseeable absences must occur, they should be discussed and approved by your supervising teacher.
20. Personal appearance is important. Dress neatly, appropriately, and according to school dress standards for teachers.
21. Do not become socially involved with your students.
22. Treat discussion in teachers meetings, with administrators, counselors, your supervising teacher, and with students as confidential. Never criticize one student to another, nor should you criticize your class, other student

teachers, your supervising teacher, your administrator, or your school to others.

23. Set aside time each day for a conference with your supervising teacher. Invite and accept criticism and suggestions with an open mind. You are "learning to do," and suggestions will be offered for your professional improvement.
24. Complete all assignments on time and submit them to the Department of Agricultural Education. Complete all appropriate activities as indicated on the "Student Teacher Activities Checklist." (See Section F)
25. Attend other school functions conducted outside the Vocational Agriculture Department such as athletic events, plays, and concerts.
26. Attend, if invited, agricultural and civic organization meetings in the community while you are there.
27. Before leaving the community, attend to all financial matters.
28. Before leaving your school, be sure to express your appreciation to your supervising teacher and administrators for the student teaching experience offered in their school. Follow this up with a written expression of appreciation.
29. The local school authorities have granted permission for you to do your student teaching in their school. The continuance of this privilege to those who will follow you depends a great deal upon how well you do your work and the manner in which you conduct yourself.
30. Remember, the students enrolled in vocational agriculture are our ultimate concern. Your teaching, actions, and appearance will have an effect on them--make it good.

ASSIGNMENTS

1. Develop a student teaching notebook that includes the following divisions:
   - A. Teaching plans
   - B. Evaluations by Supervising Teacher
   - C. Student Teacher Activities Checklist
   - D. Daily Journal
   - E. FFA Program of Activities
   - F. Other Materials
     1. Advisory Council meeting minutes
     2. Supervised Occupational Experience Program agreements
     3. Listing of questions and problems that arise
     4. Departmental policy statements
     5. Course of study

   The student teacher notebook should always be kept up-to-date and available for review by the college supervisor during his visits. The notebook will be due at the end of your student teaching experience.
2. Maintain an up-to-date account of your student teaching activities by completing the "Student Teacher Activities Checklist." (See Section F)
3. Keep a detailed day by day journal of important events. Focus your attention on those happenings that may affect your teaching experience.
4. Submit a weekly report to the Department of Agricultural Education of your student teaching activities on the form entitled, "Weekly Report of Student Teaching Activities." (See Section F)
5. Prepare a list of ten (10) or more problems or questions you encounter while student teaching. These should be submitted in your student teaching notebook.

   All assignments, unless otherwise specified, should become a part of your student teaching notebook.

SECTION F

REPORTS TO BE COMPLETED BY STUDENT TEACHERS

REPORTS TO BE COMPLETED BY STUDENT TEACHERS

The completion of the following reports becomes the responsibility of the student teacher.

STUDENT TEACHER INFORMATION SHEET FOR SUPERVISING TEACHERS:

Each student teacher must provide his/her assigned supervising teacher with his/her background information by completing the Student Teacher Information Sheet. The information sheet should be typewritten and sent to the supervising teacher with the student teacher's initial contact letter.

STUDENT TEACHER ACTIVITIES CHECKLIST:

The activities checklist should be kept up-to-date by each student teacher. Complete according to instructions and maintain as part of the student teaching notebook.

WEEKLY REPORT OF STUDENT TEACHING ACTIVITIES:

A weekly report summarizing each student teacher's previous week's activities must be submitted to the Department of Agricultural Education. The weekly activities report is due each Tuesday for the previous week's activities.

STUDENT TEACHING SCHEDULE:

Each student teacher is to submit a class schedule at the end of the first week. The schedule is used by the department faculty for the purpose of organizing and scheduling supervisory visits to student teachers.

SUPERVISING TEACHER EVALUATION:

The Supervisory Teacher Evaluation form is to be completed by each student teacher at the end of his/her experience. One copy is to be provided to the supervising teacher, and one copy returned to the Department of Agricultural Education student teaching coordinator. Some supervising teachers may request that the student teacher complete an evaluation at mid-term. If so, this evaluation is only shared with the supervising teacher.

These forms should not be taken from this handbook, but will be made available in loose leaf form by the Department of Agricultural Education.

STUDENT TEACHER INFORMATION SHEET

FOR SUPERVISING TEACHER

Department of Agricultural Education
North Dakota State University

Name_____ NDSU Address_____

Home Address_____ High School_____

Married_____ Age_____ # of Children/Ages_____

Years of Vo-Ag in high school_____

FFA activities_____

_____

_____

_____

Other high school activities_____

_____

_____

_____

NDSU activities_____

_____

_____

Areas of class work concentration in college_____

_____

_____

Farm and/or other agricultural experiences_____

_____

_____

Special interest and hobbies_____

_____

_____

STUDENT TEACHING ACTIVITIES CHECKLIST

Department of Agricultural Education
North Dakota State University

Provide a summary of student teaching experience by completing the checklist as indicated.

Name_____ Quarter/Year_____

Student Teaching Center_____

Name of Supervising Teacher_____

I. BECOMING ACQUAINTED

Date When Completed	Activities
_____	1. Met school administration.
_____	2. Met counseling staff.
_____	3. Met other teachers.
_____	4. Reviewed school and departmental policy
_____	5. Toured school facilities
_____	6. Familiarized oneself with school and departmental libraries.
_____	7. Reviewed purchasing procedures.
_____	8. Reviewed filing system.
_____	9. Reviewed department teaching calendar.
_____	10. Discussed agricultural agencies in the community.
_____	11. Became familiar with agricultural and civic organizations of the community.

II. TEACHING

_____	1. Developed a written teaching plan for each lessen taught.
_____	2. Taught agricultural science classes.
_____	3. Taught agricultural mechanics classes.
_____	4. Conducted five demonstrations in agricultural mechanics.
_____	5. Conducted a demonstration of a procedure or skill other than agricultural mechanics.

_____ 6. Organized and conducted a field trip.

_____ 7. Evaluated work of students.

8. Used the following instructional media:

_____ a. Overhead projector

_____ b. Movies

_____ c. Slides

_____ d. Opaque projector

_____ e. Video tape

_____ f. Handouts

_____ g. Models

_____ h. Tape recorder

_____ 9. Prepared a bulletin board.

III. ADULT INSTRUCTION

_____ 1. Attended at least one adult class.

_____ 2. Taught or assisted with one adult class.

_____ 3. Made at least one on-farm visit.

_____ 4. Reviewed farm management analysis data.

_____ 5. Reviewed adult instructional program.

IV. SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS

_____ 1. Assisted students in planning their SOE programs.

_____ 2. Gave students assistance in preparing SOE agreements.

_____ 3. Reviewed record books and worked with students to make corrections.

_____ 4. Made at least two on-farm visits.

_____ 5. Made at least two visits to students in off-farm business.

_____ 6. Conferred with employers about SOE program.

V. FFA

_____ 1. Reviewed Chapter Program of Activities.

_____ 2. Attended at least three chapter or mini-chapter meetings.

_____ 3. Served as advisor for a chapter or mini-chapter meeting.

_____ 4. Worked with committees.

_____ 5. Worked with individuals or teams to prepare for contests.

_____ 6. Assisted students in preparing FFA award application forms.

_____ 7. Reviewed secretary's and treasurer's books.

_____ 8. Attended an FFA activity beyond the local level.

VI. ADVISORY COUNCILS

_____ 1. Reviewed functions of the council.

_____ 2. Attended at least one advisory council meeting.

_____ 3. Reviewed minutes of previous advisory council meetings.

VII. RECORDS AND REPORTS

1. Reviewed the following reports:

_____ a. Annual FFA Report from previous year

_____ b. Final Report of Supervised Occupational Experience Program from previous year

_____ c. Other reports required by local school districts

_____ d. Program reports for vocational education

_____ e. Student follow-up data

_____ f. Monthly mileage reports

_____ 2. Kept daily journal.

VIII. GENERAL

_____ 1. Held individual conferences with students.

_____ 2. Reviewed summer program of the department.

_____ 3. Prepared publicity information for the department.

_____ 4. Attended at least two teachers' meetings.

_____ 5. Made note of tools and equipment used in the department.

_____ 6. Repaired equipment and tools in the shop.

7. Attended school functions other than those of the Vocational Agriculture Department. State nature of activity: (Name)

_____ a. _____

_____ b. _____

_____ c. _____

_____ d. _____

_____ 8. Held a conference with at least one parent.

9. Visited classes of teachers outside of Vo-Ag. State classes visited: (Name)

_____ a. _____

_____ b. _____

_____ c. _____

IX. OTHER

Describe nature of other activities in which there was participation that was not included on the checklist: _____

_____

_____

_____

_____

_____

WEEKLY REPORT OF STUDENT TEACHING ACTIVITIES

Department of Agricultural Education
North Dakota State University

Name_____ Week of_____

Supervising Teacher_____

Directions: Indicate the number of times the various activities listed below were carried out during the week in the appropriate column relating to the degree of participation: observed, assisted with, or taught alone.

	Observed	Assisted	Taught
1. Number of Agricultural Science classes: (Specify units and jobs)	_____	_____	_____
2. Number of Agricultural Mechanics classes: (Specify units and jobs)	_____	_____	_____
3. Number of Adult classes: (Specify topics discussed)	_____	_____	_____

4. Indicate number of SOE visits made:

   a. Farm visits _____

   b. Off-farm agribusiness visits _____

5. List FFA activities in which you assisted or supervised:_____

   _____

   _____

6. List other activities (other school activities, school and community meetings attended, etc.):_____

   _____

   _____

STUDENT TEACHING SCHEDULE

Department of Agricultural Education
North Dakota State University

Directions: Complete the information requested below and return to the Department of Agricultural Education at the end of your first week of student teaching. Complete to include your first four weeks.

Student Teacher's Name _____

School _____

Period	Class	Time	Units to be Taught	Approximate Date Teaching is to Begin
1				
2				
3				
4				
5				
6				
7				
8				

Student Teacher Signature _____

Supervising Teacher Signature _____

SUPERVISING TEACHER EVALUATION

Department of Agricultural Education
North Dakota State University

Supervising Teacher_____ Term _____

Student Teacher_____ Date _____

Directions: Circle the number, according to the rating scale below, which best represents your judgement concerning your supervising teacher. If you feel you have insufficient information regarding an item or if it is not applicable to your situation, please circle the letter "X".

Rating scale:
5 - Superior, very good
4 - Above average, good
3 - Average, fair
2 - Below average, poor
1 - Unsatisfactory, very poor
X - No opportunity to observe, not applicable

Orientation Responsibilities	CIRCLE RESPONSE
How well did/does your supervising teacher:	
1. Respond promptly to your initial contact?	5 4 3 2 1 X
2. Provide assistance in obtaining housing accomodations?	5 4 3 2 1 X
3. Prepare the students for your arrival?	5 4 3 2 1 X
4. Appropriately introduce you to administration, faculty, and other school personnel?	5 4 3 2 1 X
5. Appropriately introduce you to students in Vo-Ag classes?	5 4 3 2 1 X
6. Acquaint you with the community by showing you around?	5 4 3 2 1 X
7. Acquaint you with the school facilities?	5 4 3 2 1 X
8. Acquaint you with the Vo-Ag Department by showing you where things are located?	5 4 3 2 1 X
9. Discuss with you the general school policies?	5 4 3 2 1 X
10. Discuss with you the policies and procedures of the Vocational Agriculture Department?	5 4 3 2 1 X
11. Discuss your expectations and lines of authority as a student teacher?	5 4 3 2 1 X
12. Make you feel comfortable as a part of the school staff?	5 4 3 2 1 X

Instructional and Supervision Activities	CIRCLE RESPONSE
How well did/does your supervising teacher:	
13. Plan activities and responsibilities early enough to provide adequate time for preparation?	5 4 3 2 1 X
14. Discuss the overall instructional program of the Vocational Agriculture Department?	5 4 3 2 1 X
15. Gradually increase your work load as you become comfortable with additional responsibilities?	5 4 3 2 1 X
16. Review your teaching plans before teaching your classes?	5 4 3 2 1 X
17. Frequently evaluate the lessons which you teach?	5 4 3 2 1 X
18. Hold regular conferences with you to dicuss possible ways in which your teaching could be improved?	5 4 3 2 1 X
19. Allow you to teach without intervention in your class?	5 4 3 2 1 X
20. Provide you with opportunities to try ideas and be flexible in your instructional approaches?	5 4 3 2 1 X
21. Provide adequate time for you to prepare for your lessons?	5 4 3 2 1 X
22. Assist you in finding teaching materials appropriate to your assigned classes?	5 4 3 2 1 X
23. Share ideas with you regarding teaching procedures, methods that can be used to make your classes exciting?	5 4 3 2 1 X
24. Share ideas with you on how to handle disruptive students?	5 4 3 2 1 X
25. Provide opportunities for you to visit and observe other classrooms in the school?	5 4 3 2 1 X
26. Provide support and/or back-up for you when needed?	5 4 3 2 1 X
27. Share with you information regarding special needs students?	5 4 3 2 1 X
Department, School, and Community Activities	CIRCLE RESPONSE
How well did/does your supervising teacher:	
28. Involve you in activities and responsibilities with the FFA?	5 4 3 2 1 X
29. Provide you opportunities to make supervised occupational experience visits early and throughout the student teaching?	5 4 3 2 1 X
30. Provide you with opportunities to become acquainted with and work in adult education?	5 4 3 2 1 X
31. Provide you with an opportunity to visit other Vocational Agriculture Departments?	5 4 3 2 1 X

32. Provide opportunities for you or encourage you to participate in or attend other extracurricular activities sponsored by the school?	5	4	3	2	1	X
33. Provide opportunities for you to become involved in activities of the community?	5	4	3	2	1	X
34. Provide you with an opportunity to observe an advisory council meeting?	5	4	3	2	1	X

Other	CIRCLE RESPONSE					
How well did/does your supervising teacher:						
35. Provide you with adequate work space to do your preparation and work?	5	4	3	2	1	X
36. Acquaint you with professional organizations?	5	4	3	2	1	X
37. Provide opportunities for you to attend faculty meetings and meetings of professional organizations?	5	4	3	2	1	X
38. Acquaint you with the various forms used in reporting on the state and local levels?	5	4	3	2	1	X
39. Sell the vocational agriculture teaching profession to you?	5	4	3	2	1	X
40. Provide you with a variety of experiences which resulted in an all-around good student teaching experience?	5	4	3	2	1	X

Describe the strong points of the supervising teacher in preparing you for teaching:_____

_____

_____

_____

Describe how you feel the supervising teacher could improve his/her supervision of student teachers:_____

_____

_____

_____

I would rate the general effectiveness of my student teacher experience as:

_____Excellent _____Good _____Fair _____Poor

SECTION G

REPORTS TO BE COMPLETED BY SUPERVISING TEACHERS

REPORTS TO BE COMPLETED BY SUPERVISING TEACHERS

GUIDE FOR EVALUATING LESSONS TAUGHT BY STUDENT TEACHERS:

The supervising teacher should make periodic evaluations of the student teachers' teaching performance. A minimum of eight (8) should be completed for each student teacher. The evaluation should be used as a basis for discussion during conferences, and then become a part of the student teaching notebook.

Four different evaluation forms are being provided. It is suggested the supervising teacher use the form or combination of forms most suitable to him/her or to the lesson taught.

MID-TERM STUDENT TEACHER EVALUATION:

The mid-term evaluation is to be completed by the supervisory teacher and discussed with the student teacher at midway through the student's experience. The evaluation will be collected by the university supervisor and discussed with the student teacher and supervising teacher during his second visit to the student teaching center.

FINAL EVALUATION OF STUDENT TEACHERS:

The final evaluation is to be completed by supervising teachers and should be reviewed and discussed with the student teacher. The evaluation is then to be submitted to the Department of Agricultural Education. This report remains in the department and becomes a part of the student's folder.

NORTH DAKOTA STATE UNIVERSITY EVALUATION OF STUDENT TEACHER:

The Evaluation of Student Teacher Report is made available to the Department of Agricultural Education by the NDSU School of Education. The report is the assessment which becomes a part of the student's placement credentials. It is to be completed and returned to the Department of Agricultural Education.

GUIDE FOR EVALUATING LESSONS TAUGHT BY STUDENT TEACHERS

Department of Agricultural Education
North Dakota State University

Title of Lesson_____

Student Teacher_____ Date_____

CIRCLE ONE

1. Was the objective clearly defined? Yes Fair No
2. Was a need for the instruction developed? Yes Fair No
3. Was instruction adapted to abilities and needs of the class? Yes Fair No
4. Was an interest approach used? If so, check method(s) used. Yes Fair No

   _____a. Telling appropriate story

   _____b. Students giving illustration and experiences

   _____c. Developing the importance of the lesson

   _____d. Use of suspense

   _____e. Analyzing a problem

   _____f. Personal experience

   _____g. Other (specify) _____

5. Were the students interested? Yes Fair No
6. Was participation spread throughout the class? Yes Fair No
7. Was discussion well-lead? Yes Fair No
8. Who did most of the talking? Instructor Class ½&½
9. Was good thinking by the class stimulated? Yes Fair No
10. Was the lesson practical? Yes Fair No
11. Was effective use made of a variety of instructional media? Yes Fair No
12. Were several student activities included in the lesson? Yes Fair No
13. Did the teacher know the subject matter? Yes Fair No
14. Was the teacher well-prepared? Yes Fair No
15. Was the objective accomplished? Yes Fair No

Describe the strong points of the lesson:_____

_____

_____

_____

_____

_____

_____

Describe how the teacher can best improve his/her teaching:_____

_____

_____

_____

_____

_____

_____

General effect of the lesson: (check one)

_____ Excellent

_____ Good

_____ Fair

_____ Poor

Observer_____

GUIDE FOR EVALUATING LESSONS TAUGHT BY STUDENT TEACHERS

Department of Agricultural Education
North Dakota State University

Title of Lesson _____

Student Teacher _____ Date _____

TEACHING PROCEDURE:

Introduction of unit:	Excellent	Satisfactory	Poor	Not applicable	Remarks
1. Review prior work					
2. Create interest					
3. Identify problem					
4. Develop objectives					
5. Statement of procedures to follow					
Lesson plans and assignments:					
1. Effectiveness of explanation					
2. Pupil participation					
3. Pupil attitude					
4. Skill of questioning					
5. Handling pupil questions					
6. Directing group discussion					
7. Variety of approaches					
8. Use of audio-visual materials					
9. Use of illustrations					
10. Effectiveness of demonstrations					
11. Review or summary					
a. Emphasis of important points					
b. Plans for application					
12. Evaluation					
a. Attainment of objectives					
b. Teaching at pupil level					
13. Discipline					
14. Distribution of materials					
15. Collection of materials					
Personal:					
1. Voice					
2. Dress					
3. Language					
a. Oral					
b. Written					
4. Attitude					
5. Rapport with students					
6. Use of teaching aids					
7. Knowledge of subject					
8. Enthusiasm					
9. Interest					
10. Control of class					

GUIDE FOR EVALUATING LESSONS TAUGHT BY STUDENT TEACHERS

Department of Agricultural Education
North Dakota State University

Title of Lesson_____

Student Teacher_____ Date_____

Indicate how well each of the following was carried out by the student teacher.

	Circle Response
1. Objective(s) was/were clearly defined.	Excellent Good Fair Poor
2. A good interest approach was used.	Excellent Good Fair Poor
3. Discussion was well-lead.	Excellent Good Fair Poor
4. A variety of teaching methods was used.	Excellent Good Fair Poor
5. Classroom control was maintained.	Excellent Good Fair Poor
6. Good preparation was evident.	Excellent Good Fair Poor
7. Objective(s) was/were accomplished.	Excellent Good Fair Poor
The general effect of the lesson was:	Excellent Good Fair Poor

Describe strong points of the lesson: _____

_____

_____

_____

Describe suggestions for improvement:_____

_____

_____

_____

Observer_____

GUIDE FOR EVALUATING LESSONS TAUGHT BY STUDENT TEACHERS

Department of Agricultural Education
North Dakota State University

Title of Lesson _____

Student Teacher _____ Date _____

I. STRONG POINTS OF LESSON:

II. SUGGESTIONS FOR IMPROVEMENT:

III. SUMMARY (general statement as to effectiveness of lesson):

Observer _____

MID-TERM STUDENT TEACHER EVALUATION

Agricultural Education Department
North Dakota State University

Student Teacher_____ Date_____

Supervising Teacher_____

Circle the number which best represents your judgment concerning your student teacher. If you feel you have insufficient information regarding an item or if an item is not applicable to your particular teaching situation, please circle the letter "X."

Rating scale:
5 - superior/very good
4 - above average/good
3 - average/fair
2 - below average/poor
1 - unsatisfactory/very poor
X - no opportunity to observe/not applicable

PERSONAL	CIRCLE RESPONSE
1. Dresses appropriately and neatly.	5 4 3 2 1 X
2. Appears to be physically healthy and energetic.	5 4 3 2 1 X
3. Projects voice well and with proper quality.	5 4 3 2 1 X
4. Verbal English usage is correct and appropriate.	5 4 3 2 1 X
5. Written work is completed correctly.	5 4 3 2 1 X
6. Takes the initiative at appropriate times.	5 4 3 2 1 X
7. Is poised and relaxed in front of a group.	5 4 3 2 1 X
8. Demonstrates a positive, kind, and enthusiastic attitude towards students.	5 4 3 2 1 X
9. Appears to be emotionally stable.	5 4 3 2 1 X
10. Is seldom, if ever, late or absent.	5 4 3 2 1 X
11. Is sensitive to the needs and feelings of others.	5 4 3 2 1 X

Comments:

INTERPERSONAL	
12. Relates well with other staff.	5 4 3 2 1 X
13. Seeks and uses opportunities to meet with parents.	5 4 3 2 1 X
14. Interacts with parents in a mature, professional manner.	5 4 3 2 1 X
15. Possesses an appropriate sense of humor.	5 4 3 2 1 X
16. Has the respect of his/her students.	5 4 3 2 1 X

Comments:

PROFESSIONAL	CIRCLE RESPONSE
17. Maintains confidentiality.	5 4 3 2 1 X
18. Seeks out and responds non-defensively to criticism.	5 4 3 2 1 X
19. Is knowledgeable of professional organizations.	5 4 3 2 1 X
20. Engages in an appropriate level of professional reading.	5 4 3 2 1 X

Comments:

CLASSROOM EFFECTIVENESS

--Management--

21. Actively works to prevent problems before they arise.	5 4 3 2 1 X
22. Able to both diagnose and effectively react to student behavioral problems.	5 4 3 2 1 X
23. Manages both his and his students' time effectively.	5 4 3 2 1 X
24. Manages equipment and supplies effectively.	5 4 3 2 1 X
25. Maintains accurate records.	5 4 3 2 1 X
26. Attends to the classroom setting (temperature, lighting, seating arrangements, etc.) in an appropriate manner.	5 4 3 2 1 X

Comments:

--Planning--

27. Prepares daily lesson plans.	5 4 3 2 1 X
28. Plans contain clear, defensible learning objective.	5 4 3 2 1 X
29. Plans reflect an appropriate sequence of instruction.	5 4 3 2 1 X
30. Plans reflect adequate pacing of instruction.	5 4 3 2 1 X
31. Plans reflect provisions for individual learner differences in both learning style and ability.	5 4 3 2 1 X
32. Plans well in advance.	5 4 3 2 1 X
33. Short and long range plans are thorough and well-conceived.	5 4 3 2 1 X
34. Plans reflect appropriate evaluation procedures.	5 4 3 2 1 X
35. Grading procedures are fair and consistent with overall plan.	5 4 3 2 1 X

Comments:

--Teaching Skills--

	CIRCLE RESPONSE					
36. Uses a variety of teaching activities.	5	4	3	2	1	X
37. Uses a variety of instructional media.	5	4	3	2	1	X
38. Works effectively with small groups.	5	4	3	2	1	X
39. Works effectively with large groups	5	4	3	2	1	X
40. Recognizes when re-teaching is necessary.	5	4	3	2	1	X
41. Adapts instruction to changing needs and is flexible.	5	4	3	2	1	X
42. Able to work equally well with all levels of student ability.	5	4	3	2	1	X
43. Carries out a unique activity to highlight a unit.	5	4	3	2	1	X
44. Emphasize need for and practical applications of the lesson being taught.	5	4	3	2	1	X

Comments:

--Command of Subject Area--

45. Knowledgeable and/or skillful in their teaching area.	5	4	3	2	1	X
46. Works to increase knowledge and/or skills in deficient areas.	5	4	3	2	1	X
47. Able to explain material so that others may comprehend it.	5	4	3	2	1	X

Comments:

--Psychological Awareness--

48. Demonstrates an understanding of the principles of learning.	5	4	3	2	1	X
49. Demonstrates understanding principles of student development.	5	4	3	2	1	X
50. Recognizes when a student may need professional counseling.	5	4	3	2	1	X

Comments:

--General--

51. Keeps an up-to-date student teaching notebook.	5	4	3	2	1	X
52. Has been involved in SOE visits.	5	4	3	2	1	X
53. Attended and/or participated in adult classes.	5	4	3	2	1	X
54. Participated in department advisory council meetings.	5	4	3	2	1	X
55. Gets involved in school acivities outside of the department.	5	4	3	2	1	X
56. Gets involved in community activities.	5	4	3	2	1	X
57. Has been involved in a variety of FFA activities.	5	4	3	2	1	X
58. Possesses a good general knowledge of the Vo-Ag Department.	5	4	3	2	1	X

Comments:

FINAL EVALUATION OF STUDENT TEACHERS

Department of Agricultural Education
North Dakota State University

Student Teacher_____ Term_____ Year_____

Student Teaching Center_____

Supervising Teacher_____

TEACHING ABILITIES--How well did the student teacher demonstrate the ability to:

	Excellent	Good	Fair	Poor
1. Effectively plan daily lessons?	( )	( )	( )	( )
2. Clearly define objectives?	( )	( )	( )	( )
3. Plan according to the needs and levels of the students?	( )	( )	( )	( )
4. Arouse and maintain interest?	( )	( )	( )	( )
5. Relate teaching to the needs of the students and their supervised occupations experience program?	( )	( )	( )	( )
6. Effectively prepare visual aids?	( )	( )	( )	( )
7. Effectively use visual aids?	( )	( )	( )	( )
8. Use overhead and/or blackboard?	( )	( )	( )	( )
9. Use a variety of methods?	( )	( )	( )	( )
10. Provide for individual differences?	( )	( )	( )	( )
11. Stimulate good thinking on the part of the students?	( )	( )	( )	( )
12. Lead students to constructive solutions/conclusions?	( )	( )	( )	( )
13. Effectively ask questions and lead class discussion?	( )	( )	( )	( )
14. Effectively control the class and maintain a favorable classroom environment for learning?	( )	( )	( )	( )
15. Direct the learning activities during supervised study periods?	( )	( )	( )	( )
16. Show flexibility in out-of-the-ordinary situations?	( )	( )	( )	( )
17. Relate to student experiences in teaching?	( )	( )	( )	( )
18. Establish and maintain a favorable rapport with the students?	( )	( )	( )	( )
19. Conduct demonstrations?	( )	( )	( )	( )
20. Demonstrate competence in performing agricultural mechanics skills?	( )	( )	( )	( )
21. Demonstrate knowledge in subject matter?	( )	( )	( )	( )
22. Work with fellow teachers?	( )	( )	( )	( )
23. Work with adults enrolled in adult classes?	( )	( )	( )	( )
24. Work with administration?	( )	( )	( )	( )
25. Organize and plan time and work?	( )	( )	( )	( )
26. Earn student respect?	( )	( )	( )	( )
27. Show an enthusiastic attitude for teaching?	( )	( )	( )	( )

PERSONALITY FACTORS--How do you rate the student teacher's personality factors as indicated by:

	Excellent	Good	Fair	Poor
1. Personal appearance-dress, grooming, poise, and manners?	( )	( )	( )	( )
2. Disposition-optimistic, sense of humor, pleasing, admits mistakes, welcomes differences?	( )	( )	( )	( )
3. Speaking skills-pleasant voice, enunciates clearly, easily understood?	( )	( )	( )	( )
4. Initiative-alert, ingenious, resourceful?	( )	( )	( )	( )
5. Industry-hard worker, thorough in preparation?	( )	( )	( )	( )
6. Social relations-enjoys people, congenial, interested in people, meets people easily?	( )	( )	( )	( )
7. Cooperation-welcomes suggestions, works with others?	( )	( )	( )	( )
8. Moral character-good personal habits, loyal to fellow teachers and to school, dependable, respected?	( )	( )	( )	( )
9. Interest in teaching-sincere in interest of becoming a teacher?	( )	( )	( )	( )

COMMENTS:

1. Strong points_____

_____

_____

_____

2. Weaknesses_____

_____

_____

_____

3. Suggestions for improvement_____

_____

_____

_____

RECOMMENDED GRADE: _____

A - excellent/outstanding
B - good, above average
C - average
D - weak, below average of beginners
F - unsatisfactory

Date_____ Supervising Teacher_____

Evaluation of Student Teacher

North Dakota State University

Name of Student Teacher_____ Dates Taught_____ To_____

Name of School and Town_____

Subjects Taught_____ Grades Taught_____

Under the Family Education & Privacy Act of 1974, the student has the right of inspection and review of this document.

Directions: For each of the items below, circle the number which describes the student teacher's performance as compared to other student teachers you have had. Supply evidence for your rating in the comments section.

	Excellent	Above average	Average	Below average	Unsatisfactory
Planning Instruction					
1. Planning and writing lessons (e.g., flexibility in activities, clarity of plans, time allocation for activities)	5	4	3	2	1
2. Developing clearly stated instructional objectives	5	4	3	2	1
3. Developing subject matter in a sequential manner	5	4	3	2	1
4. Designing and organizing instructional activities to enhance learning	5	4	3	2	1
5. Selecting or developing instructional materials or media to enhance learning	5	4	3	2	1
Implementing Instruction					
6. Applying learning theory and principles of learning	5	4	3	2	1
7. Managing learning behavior (e.g., reinforcing appropriate behavior, preventing misbehavior, controlling misbehavior, and discipline)	5	4	3	2	1
8. Using a variety of instructional techniques to accommodate differences in learning styles and abilities among students	5	4	3	2	1
9. Showing an understanding of various customs, values, and diverse cultural backgrounds of students	5	4	3	2	1
10. Demonstrating sensitivity to contemporary democratic issues such as racism and sexism (e.g., treating all students equitably, selecting unbiased resources, and using nonstereotypical language)	5	4	3	2	1
Implementing Evaluation					
11. Designing or selecting valid and reliable evaluation instruments suitable to instructional objectives and the conceptual level of the student	5	4	3	2	1
12. Conducting and using observation techniques to evaluate student progress or student behavior (e.g., the use of rating scales, checklists, or anecdotal records)	5	4	3	2	1
13. Using evaluation for making instructional decisions (e.g., for review, grouping of students, remedial work, placement)	5	4	3	2	1
14. Using a variety of evaluation devices or activities for progress reports, feedback, or grading	5	4	3	2	1
15. Evaluating student growth on a continuous, systematic basis	5	4	3	2	1
Developing Professional Behavior					
16. Evaluating one's own instructional skills through gathering, interpreting, and using data for self-improvement	5	4	3	2	1
17. Establishing and maintaining effective working relationships with colleagues and other individuals encountered in professional situations	5	4	3	2	1
18. Encouraging students' feelings of self-worth	5	4	3	2	1
19. Accepting constructive criticism and using suggestions for professional improvement	5	4	3	2	1
20. Developing and maintaining effective teacher/student relationships	5	4	3	2	1
21. Exhibiting skill in verbal and written communication	5	4	3	2	1
22. Reflecting a professional appearance	5	4	3	2	1
23. Participating in professional groups or activities	5	4	3	2	1
24. Demonstrating knowledge of the subject matter	5	4	3	2	1

COMMENTS:

(Please continue on next page and sign.)

Evaluation of Student Teacher

Name of Student Teacher_____

Comments, continued

_____ Business Phone (area code) _____
(Supervisor's Signature)

Home Phone (area code) _____

Date _____ City _____ State _____
(month and year)

SELECTED

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